

# Highly Effective School Library Program Action Plan 2012-2013

Date: December 3, 2012

School Librarian: Erika Arias

School: Ryan Elementary STEAM School

District: Boulder Valley RE-2

**Library Mission:** *The library media program at Ryan Elementary STEAM School will foster 21st century learning skills in every child, provide a center for learning for all of our students, faculty, and families to support our STEAM (Science, Technology, Engineering, Arts and Math) focus, and inspire our students to become lifelong learners.*

GOAL 1	<b>School Unified Improvement Plan (UIP) Goal</b>	Continued Focus on Formative Assessment Practices K-5 in all grades. This includes setting clear learning targets, providing high quality descriptive feedback, and progress monitoring on the part of the staff and students with intentional communication of assessments to family partners so that they may also be informed and support their children at home; Continued data-driven instruction in reading
	<b>HESLP Target area(s) from Evaluation Rubric</b>	INSTRUCTION AND LEARNING ENVIRONMENT: Collaboration, Instruction, Instructional Delivery Strategies and Assessment of Student Work.
	<b>My SMART goal that shows alignment between UIP and HESLP Target area</b>	Develop a new model of collaboration with the 1 <sup>st</sup> grade team that allows us to continue to team-teach and assess collaboratively planned units yet still respects the new Daily 5 rotation structure of the 1 <sup>st</sup> grade Literacy Block. This new Daily 5 structure allows for individualized and small group instruction, assessment and goal setting, which help support our UIP goal.
	<b>Evidence Outcomes(for 2012/2013, taken from the HESLP evaluation rubric)</b>	Have a collaborative culture that encourages the librarian to work with a majority of the classroom teachers. Has examined the 21 <sup>st</sup> Century Learning skills in the CAS and systematically and meaningfully integrates them in all lessons at her school. Is a highly skilled teacher who employs backward design, differentiated instruction and other best practices to reach all learners. Formative assessment is used to evaluate student understanding of skills taught.
	<b>My Strategies/Indicators</b>	Collaborate with the 1 <sup>st</sup> grade team on two units: Parent and Offspring (Science) and American Leaders (Social Studies). Through these content area units, we will target, teach and assess nonfiction reading and writing skills; specifically use of text features to locate information (CCSS RI.1.5) and gather information to answer a question (CCSS W.1.8). Participate in a book study with other members of the school's Literacy Team to better understand the Daily 5 structure.
	<b>My Partners</b>	Teacher Librarian, Classroom Teachers, other Literacy Team members (LLI Teacher, ESL Teacher)
	<b>My Measure(s) of Success</b>	I will know I am successful when the 1 <sup>st</sup> grade teachers and I have created a model of collaboration and co-teaching that allows us to continue to co-teach within the Daily 5 Literacy Block structure

		(moving from whole-group to small group practice). Increase proficiency in use of non-fiction text features to locate information to ensure 80% of 1 <sup>st</sup> grade students can use text features to locate information needed (based on teacher-created formative assessments). I have completed a reflection with classroom teachers on ways to improve the units and new collaborative model in the future. Complete the book study by March 2013.
GOAL 2	<b>School Unified Improvement Plan Goal (UIP) Goal</b>	Continued Focus on Formative Assessment Practices K-5 in all grades. This includes setting clear learning targets, providing high quality descriptive feedback, and progress monitoring on the part of the staff and students with intentional communication of assessments to family partners so that they may also be informed and support their children at home. -Continued data-driven instruction on writing -Vertical articulation about making learning targets explicit and in kid friendly language and using rubrics and exemplars to support instruction and next steps
	<b>HESLP Target area(s) from Evaluation Rubric</b>	INSTRUCTION AND LEARNING ENVIRONMENT: Curriculum Development; LEADERSHIP: School
	<b>My SMART goal that <i>shows alignment between UIP and HESLP Target area</i></b>	Develop and lead, with other Literacy Team members, a series of professional development sessions for our teaching staff at Ryan on examining best practices in teaching and assessing writing as well as the new Colorado Academic Standards for Writing. Our goal is to better align our current practices in teaching and assessing writing across grades K-5, specifically around the new standards of writing, the phases of the writing process and evidence of proficient writing.
	<b>Evidence Outcomes(for 2012/2013, taken from the HESLP evaluation rubric)</b>	Takes a leadership role in school and district-wide curriculum development and implementation of the 21 <sup>st</sup> century skills of the Colorado Academic Standards. Is viewed universally by the school as an instructional leader and serves as chair of committees that support instructional goals. Articulates her own personal learning network.
	<b>My Strategies/Indicators</b>	I will co-plan and lead 2 writing summits at Ryan with the other Literacy Team members. I will consult with Taren Villeco, the district Literacy Coach, to ensure our practices align with district standards for best practices in writing.
	<b>My Partners</b>	Literacy team: Teacher Librarian, LLI teacher, ESL teacher at Ryan; District Literacy Coach; Principal and K-5 teachers at Ryan
	<b>My Measure(s) of Success</b>	I will know I am successful when I have co-created and lead 2 Writing Summits, one focusing on K-5 vertical articulation of writing skills based on the new CAS, and another focusing on determining proficiency at each grade level so that we can better establish clear learning goals for our students in writing. Based on the work from the two summits, the Literacy Team at Ryan will create a K-5 vertical articulation on writing and develop an online space (either in Google Drive or on the Ryan server) that will contain resources for assessing and scaffolding the writing process and students' writing.